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ABSTRACT

In January 1985, the Evaluation and Training Institute (ETI) contracted with the Board of Governors of the California Community Colleges to produce a media-based inservice program for vocational instructors and student services staff that addressed issues of student access. The objectives of the program were to: (1) utilize input from representatives of community colleges to identify priorities and issues of student access; (2) produce two videotape presentations, one for faculty and one for administrators, to be used at community colleges and regional workshops; and (3) research and write a handbook addressing issues of access, including tutorial assistance, financial aid, child care, and services for the handicapped, to be disseminated with the videotapes as part of an inservice program at regional workshops. The program report details activities conducted by ETI to achieve these objectives; offers a series of recommendations to the chancellor's office for continuing the dialog on student access; and includes advisory committee meeting minutes, an interview schedule, and information on the access workshops. (RO)

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Problems of Access to Vocational Education Programs in California Community Colleges



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IMPROVING STUDENT ACCESS TO VOCATIONAL EDUCATION:
A VIDEO INSERVICE PROGRAM

Final Report

Prepared by

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Project Director

Evaluation and Training Institute

June, 1986

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I. Introduction

In January, 1985, the Evaluation and Training Institute (ETI) contracted with the Board of Governors of the California Community Colleges to produce a media-based inservice program for vocational instructors and student services staff that addressed issues of student access. Three objectives of the program were identified:

- 1) To utilize input from representatives of community colleges to identify priorities and issues of student access;
- 2) To produce two videotape presentations (one for faculty and one for administrators) to be used at community colleges and regional workshops; and
- 3) To research and write a handbook addressing issues of access (including tutorial assistance, financial aid, child care and services for handicapped), to be disseminated with the videotapes as part of an inservice program at regional workshops. The following report summarizes the objectives and activities involved in ETI's completion of this project.

II. Objectives and Activities

A. Objective 1: To utilize input from representatives of community colleges to identify priorities and issues of student access.

B. Activities for Objective 1

1. In cooperation with Mr. James Hirshinger, then the Project Monitor from the Chancellor's Office,* ETI established a local project Advisory Committee in May, 1985. Limited project funding did not permit invitations to community college representatives from outside Southern California, but representatives from the San Diego area were included. Personnel familiar with EOPS programs, handicapped programs, tutorial assistance, child care, counseling, and student services were included on the advisory committee (see list in Attachment A).
2. A meeting with staff of ETI and the Advisory Committee was held at the offices of the Los Angeles Community College District on May 22, 1985. Minutes of that meeting were recorded as documentation of the priority areas to be addressed in the inservice program (see Attachment A). Committee members also suggested names of other community college personnel and other resources which might be helpful to the project. Copies of the minutes were distributed by mail to each Advisory Committee member and a request for changes or corrections was made. With no changes made by members, the minutes were used as a direction for the next steps of the project.

*Mr. Dan Estrada later became Project Monitor.

C. Objective 2: To produce two video presentations to be used at community colleges and regional workshops.

D. Activities for Objective 2.

1. Research on student access issues was conducted by ETI staff from June through December, 1985. Interviews were conducted with administrators, faculty members, and students, from the Chancellor's Office of the Los Angeles Community College District, Glendale Community College, Los Angeles Trade-Technical College, Los Angeles Pierce College, and West Los Angeles College. The administrators and faculty members were interviewed individually; the students were interviewed in small groups. The interview protocol was the same for all interviews and consisted of the questions presented in Attachment B. Answers to the questions were tape recorded with permission of the interviewees. In addition, a major review of the literature was conducted from three data bases (Dialog, ERIC Clearinghouse for Junior Colleges at UCLA, and the ERIC Clearinghouse for Adult, Career and Vocational Education in Ohio); a statistical analysis of enrollment trends was conducted with the assistance of the California Community Colleges Vocational Education Data System, Postsecondary Program Enrollment and Completion Reports, 1982-84. This review of the literature was also sent to Advisory Committee members for their comments.
2. Two video scripts were developed by ETI staff in December, 1985, through January, 1986, in conjunction with Advisory Committee members and by the interviewed faculty, administrators, and students who were then invited to appear in the production. The script underwent three revisions based on input from these groups before final production. A copy of the final script is contained in the inservice technical assistance handbook which accompanies this report. As stated in the introduction to the handbook, the students and administrators in the videos present "their own views in a realistic and dramatic way." Their views are not necessarily the views of ETI.
3. During late January and February 1986, ETI produced two video modules, directed by Mr. David Estuado of RE Enterprises. These were shot entirely on location as documentaries at Los Angeles Trade-Technical College, Los Angeles Pierce College, and West Los Angeles College. All faculty, administrators and students who voluntarily appeared had been previously interviewed by ETI staff in the research phase. The 3/4" master copies of these tapes accompany this report.

E. Objective 3: To research and write a handbook addressing issues of access to be used as part of an inservice program at regional workshops.

F. Activities for Objective 3.

1. During March, 1985, ETI developed a technical assistance manual designed to facilitate the use of the videos in discussions and in inservice workshops. A copy of this handbook accompanies this report. The materials provide a guide for individuals who might use

the video, including questions to frame and direct the discussion, tables with appropriate student population information, and sample forms for community college use in devising an approach to the issues of access. As mentioned previously, the scripts of the videos and the review of the literature are also included. Pertinent excerpts of transcripts from Access and Retention Forums at the 1985 Convention of the American Association of Community and Junior Colleges were also added to the handbook.

These inservice materials were introduced at a two-hour ETI sponsored regional workshop held in Los Angeles on April 25, 1986. A second workshop scheduled for San Francisco on May 2 was cancelled due to lack of sufficient registration (see Attachment C). At the workshop, participants were introduced to the purpose of the meeting, shown the videotape for faculty members (which included the same footage as the tape for administrators, plus some additional students' and administrators' comments), and led in a discussion of access barriers and the strategies to overcome them. The discussion was quite specific and led to the summary presented in Attachment D. All participants were given a copy of the videotape and the technical assistance handbook. All participants who registered for the San Francisco Regional Workshop were also sent copies of the videotape, handbook, and summary of the discussion from the Los Angeles Workshop. Additional copies of the video were produced and distributed to the two ERIC Clearinghouses mentioned in the research section of this report and to VOICE. Copies of the handbook and the Faculty videotape were sent to all the other community colleges which did not respond to the invitation to the workshop. Additional copies of any of these products are available at cost from ETI.

III. Future Directions: The role of the Chancellor's Office in encouraging dialog about access issues.

Discussion of access issues in either a video documentary or inservice handbook stimulates subjective responses from all individuals on a community college campus: Administrators, instructors, counselors, students. The role of the Chancellor's Office should be to encourage objective exchange of information on this topic by:

- 1) Providing funds for more inservice workshops on this topic;
- 2) Encouraging individual campuses to seek funding for demonstration programs which will address access issues;
- 3) Offering the necessary personnel or fiscal support to the Vocational Education Data System so that more timely statistics on the changing nature of the student population in vocational education can be tracked; and
- 4) Designing a request for a follow-up study to determine the extent to which the materials prepared by ETI are being used as well as the degree to which colleges are addressing these issues.

ATTACHMENT A
ADVISORY COMMITTEE MEETING MINUTES
MAY 22, 1985
AND
LIST OF COMMITTEE MEMBERS

IMPROVING STUDENT ACCESS TO VOCATIONAL PROGRAMS: A VIDEO INSERVICE PROGRAM

Report of the Advisory Committee Meeting
May 22, 1985

The first meeting of the Advisory Committee for this project was called to order by Dr. Clare Rose of the Evaluation and Training Institute at 9:30 A.M. in the Conference Room of the Los Angeles Community College District in Los Angeles. The list of those attending is attached to this report.

The group first addressed the issue of the definition of access: would the project deal with the entry access problems (getting students to enter vocational programs at the community colleges) or the persistence/attrition problems (getting the students to stay and complete programs). It was agreed that the project should address both issues as much as possible.

It was then decided that it was impossible to determine the content and format of the videotape presentations and the accompanying resource handbook without first identifying the following priority areas:

1. Identify the student populations. Who is having problems accessing and persisting in vocational programs?
2. Identify the major barriers to access and persistence. What are some of the kinds of access problems the identified populations are having?
3. Decide the target population for training about these problems. Whom do we wish to inform about the problems and train to help the students overcome them? Do we concentrate on student services personnel or faculty/instructors or both?
4. Review and prepare action plans to present in video productions and resource handbooks for training. What actions have already been taken to help solve these problems and what new strategies can be used?

The following observations were made by the advisory council members relative to each priority area:

1. The average community college student in vocational education today is different from his counterpart even five years ago. The student is likely to be part/time, working as much as 20 hours per week outside of school. Advisory council members estimated that 75% of the vocational students now are parttime. They may be returning/displaced homemakers, or employed workers or recent immigrants interested in receiving specific job training. The student may even be a reverse transfer from a four-year liberal arts program, or have limited English proficiency, or be handicapped. These different types of students experience barriers both before and after they enter a vocational program.

2. This variety of students experience the following kinds of access problems:

a. Academic: They have limited skills in reading, language arts, and computation and therefore need to work harder to meet the academic requirements of entrance and course completion.

b. Cultural/Psychological: Many are first generation college students and have to overcome many cultural barriers to obtaining a higher education. They seem to have experienced limited personal development and lack goal orientation, self-direction, motivation, self-esteem, and a sense of responsibility and punctuality. They either are aware of the support systems available to them and fail to use them or are unaware of such systems. They may fear using a career center or have no time to do so because they are combining work and school.

c. Economic: Because many students have limited financial resources, they are always juggling work and school and often cannot afford the luxury of attending school fulltime and enrolling in a program to its completion. They may drop in or out and rarely have enough information about financial aid opportunities available.

The advisory members agreed that one video should be designed for use with faculty/instructors and the other should be used with student services personnel, if possible. The resource handbook could be used with both groups. The group felt that the student services personnel should receive in-service training first and then take the video and handbook to the faculty and provide in-service to them, especially in terms of what support services are available to students. It was felt that the in-service should be more than a dissemination process. It should help the support services personnel and the faculty learn to systematize their approach to this problem.

The following ideas concerning the review and preparation of action plans were discussed:

a. Emphasize successful projects, known to Community College personnel and discussed in the literature. Focus could be on the kinds of core programs for the ill-prepared such as those at Southwestern (three regular vocational education programs link basic skills in reading and computation with a vocational skills course) or the one at Long Beach City College (vocabulary class for vocational students and counselors placed in a neighborhood center).

b. Treat the problem of access and persistence under the umbrella of the changing student population by developing some profiles of the vocational education student today, what they see as helpful to them. Vickie Richart could provide some students for this purpose, as was done at the San Diego meeting of AACJC. It would be necessary to point out what the students bring to the educational process, that they are teachable and that they do have positive skills and experiences upon which a teacher could build.

c. Develop ideas for how to recruit students from high school and adult schools. Make up for the lack of information and use media to make students and parents aware of the resources available.

In closing, it was determined that ETI would proceed with the next activities of the project and when the review of the literature, the outlines of the video scripts and the resource handbooks were completed, they would be forwarded to the Advisory Committee members for review. The meeting was adjourned at 11:30 A.M.

Student Access Advisory Committee

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Los Angeles, CA 90017

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Santa Ana College (now Rancho Santiago College)
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Santa Ana, CA 92706

Dr. Harold Cochran (818) 240-1000 ext 291
Dean, Guidance and Counseling
Glendale College
1500 N. Verdugo Road
Glendale, CA 91208

ATTACHMENT B
INTERVIEW SCHEDULE FOR
ADMINISTRATORS, FACULTY, AND STUDENTS

Interview Schedule

1. In your opinion, who is having problems accessing and persisting in vocational education programs at community colleges?
2. What are some of the kinds of problems these individuals are having? (For students, what problems did you have, if any; what helped you, if anything.)
3. Who really needs to be informed of these problems?
4. What actions or strategies are you aware of which could be used to improve access?

ATTACHMENT C

INVITATION TO REGIONAL WORKSHOPS

Date: April 8, 1986

To: Student Access Advisory Committee

From: Evaluation and Training Institute

Subject: Student Access Workshop

The Evaluation and Training Institute is pleased to invite you to attend a free two hour workshop to discuss the topic:

Problems of Access to Vocational Education Programs
in California Community Colleges.

The videotape we produced for the project will be presented and discussed at the the workshop. At the conclusion you will receive a copy of the videotapes and the technical assistance manual for use in staff development sessions on this topic.

Please join your colleagues to discuss this important topic.

The workshop will be held at the locations listed below.

Location: Los Angeles Airport Hilton and Towers, 5711 West
Century Blvd, Los Angeles, CA

Date: April 25, 1986
Time: 9:30 - 11:30 am

Location: Airport Holiday Inn, 245 South Airport Blvd., San
Francisco, CA

Date: May 2, 1986
Time: 9:30 - 11:30 am

Please complete the attached registration form by
April 17, 1986 and return to:

Ms. Nancy Levin, Consultant
Evaluation and Training Institute
12401 Wilshire Blvd., Suite 304
Los Angeles, CA 90024

April 7, 1986

Dear (President):

We are pleased to invite members of your student services staff to attend a free workshop conducted by the Evaluation and Training Institute under contract to the Chancellor's Office, California Community Colleges. The topic of the workshop is: Problems of Access to Vocational Education Programs in California Community Colleges.

The workshop will present a videotape about students' access problems which was recently filmed at three Southern California Community Colleges. A discussion of possible solutions to the problem will also be included. At the conclusion of the two-hour workshop, each college representative will receive copies of videotapes to be shown to other administrators and faculty and a copy of a technical assistance manual for use in staff development sessions on this topic.

The workshop will be held at one location in San Francisco and one location in Los Angeles on the dates listed on the enclosed memorandum.

Please forward the enclosed memorandum and registration form (we enclose two copies for your use) to the staff member(s) whom you wish to represent your college.

We look forward to having your institution participate in the discussions of this important topic.

Cordially,

Dr. Clare Rose
CR/mc
Enclosures

MEMORANDUM

Date: April 7, 1986

To: Deans of Student Services,
Deans of Occupational Education
Deans of Counseling and Guidance
Deans of Instruction
California Community Colleges

From: Evaluation and Training Institute

Subject: Student Access Workshop

The Evaluation and Training Institute is pleased to invite you to a free workshop to discuss the important topic:

Problems of Access to Vocational Education Programs
in California Community Colleges.

A recently made videotape on this subject will be presented and discussed, and a technical assistance manual will be distributed for your use in staff development sessions with your colleagues.

The project was sponsored by the Chancellor's Office, California Community Colleges, and represents a year-long effort by ETI to study this subject.

The workshop will be held at the locations listed below.

Location: Los Angeles Airport Hilton and Towers, 5711 West Century Blvd,

Los Angeles, CA

Date: April 25, 1986

Time: 9:30 - 11:30 am

Location: Airport Holiday Inn, 245 South Airport Blvd., San Francisco, CA

Date: May 2, 1986

Time: 9:30 - 11:30 am

Please complete the attached registration form by April 17, 1986 and return to:

Ms. Nancy Levin, Consultant
Evaluation and Training Institute
12401 Wilshire Blvd., Suite 304
Los Angeles, CA 90024

ATTACHMENT D
SUMMARY OF DISCUSSION HIGHLIGHTS
LOS ANGELES REGIONAL WORKSHOP
APRIL 25, 1986
LIST OF WORKSHOP PARTICIPANTS

Summary of Discussion Highlights
Los Angeles Regional Workshop
April 25, 1986

General Comments

After viewing the videotape, the participants were invited to give their impressions and their general reactions. The first concern, raised by a Dean of Counseling and Guidance, was that the video gave a negative view of counselors as one of the barriers to access as experienced by students. A ten-minute discussion of this aspect resulted in the following comments being made:

- It may be true that for the students on the video, counseling was not helpful, but this is not the case in all community colleges, and in most of the colleges represented at the workshop, the counseling divisions were making every effort to help students achieve access.
- The film was merely reporting what everyone knows anyway, but the comments made by individual students made it more dramatic.
- The film should be shown in conjunction with a discussion with faculty members, so that their initial reactions, which the film was designed to stimulate, could be explored in depth and used as a guide for further discussion, as outlined in the technical assistance manual.

Specific Comments

The participants were then asked to list and discuss some of the particular problems of access they might have experienced at their college. They noted:

- Registration redtape (assembling appropriate documents and finding out to whom they should go)
- Residency requirements (obtaining adequate proof of residency)
- False perceptions and expectations of college experience (someone will do everything for you)
- Fears of assessments (entry and placement tests)
- Faculty attitudes reflecting lack of knowledge about current populations of students
- Need for creative marketing (perhaps by advertising professionals) and high visibility of community college opportunities, outreach with emphasis on specific target groups, programs, high schools, and a community outreach program.

When asked for strategies to help overcome these barriers, participants suggested:

- Overcome fears of assessment by providing good counseling, orientation to assessment, appropriate test materials and positive feedback after assessment
- Improve the registration process by initiating registration by mail or telephone, using models developed at 4-year colleges
- Informing students about vocational programs so that they have realistic expectations; conduct workshops or at home peer counseling on a one-to-one basis

Participants were invited to submit further comments or suggestions by mail to ETI.

Student Access to Vocational Education
Programs in California Community Colleges

April 25, 1986

Workshop Participants

Compton Community College

Fanny McDuffie

Chairperson Counseling and Counseling Support Service

Crafton Hills College

Ronald Kibby

Assistant Dean for Occupational Education

Jim Bisi

El Camino College

Ms. Susan Cotler

Dean, Industry and Technology

Judy Riles

Financial Aid Officer

Glendale Community College

Dr. Harold B. Cochran

Dean Emeritus, Articulation and Assessment

Los Angeles Community College District

Marilyn M. Urmston

Director of Occupational and Technical Education

Los Angeles Harbor College

Ms. Juanita Naranjo

JTPA Project Director

Los Angeles Trade Technical College

Margaret D. Avila

Counselor

Long Beach City College

Lynne Miller

Associate Dean, Occupational Programs

Mira Costa College

Mike Deaton

Counselor

Moorpark College

Floyd D. Martin

Director-Science/Math/Engineering Division

Diane J. Sukiennik

Counselor

Mt. San Antonio
Edward Canton
Assistant Dean of Instructional Service

Rancho Santiago College
Ruth Babeshoff
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San Diego Community College District
Dr. Walter J. Power
Dean of Student Services